School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rosa Parks Environmental Science Magnet	01-61143-6090187	May 6, 2026	June 17, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Rosa Parks Environmental Science Magnet for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Rosa Parks Environmental Science Magnet for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This plan will show the combination of school, PTA and district resources to support our students.

Educational Partner Involvement

How, when, and with whom did Rosa Parks Environmental Science Magnet consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

By 5/6/26 the following stakeholder groups reviewed and discussed Rosa Parks's SPSA: PTA Executive Board, School Site Council, the Instructional Leadership Team.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

We have a number of students that are below grade level in reading and math.

As we look ahead to the 2026-2027 school year, we acknowledge the financial hurdles facing our schools. However, our core mission remains unchanged: we will protect the funding that directly impacts our students' well-being and academic success. This means resourcing both academic interventions for those below grade level and comprehensive social-emotional supports. We are also making sure our teachers get the training they need. By prioritizing targeted professional development, we enhance our teachers' ability to meet the diverse needs of all students in the classroom during Tier 1 instruction.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

None.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

English Language Arts performance for Socially Economically Disadvantaged students was 13.2 points below standard in the orange indicator range.
Mathematics performance for Socially Economically Disadvantaged students was 29.8 points below standard in the orange indicator range.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Chronic Absenteeism was 16.6% school wide in the Yellow indicator range.

Concerning Chronic Absenteeism by student group was as follows:
African-American students were 45.9%~ Orange Indicator Range
Students of Two or More Races were 11.4%~Orange Indicator Range
Socially Economically Disadvantaged students were~ 30%~ Orange Indicator Range
Asian students were 10.8% - Orange Indicator Range
Students with Disabilities were 23.8% - Orange Indicator Range
White students were 12% - Orange Indicator Range

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Rosa Parks Environmental Science Magnet. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	9.43%	8.65%	7.52%	35	34	30
Asian	9.70%	9.92%	10.53%	36	39	42
Filipino	0.81%	0.76%	1.00%	3	3	4
Hispanic/Latino	24.26%	22.14%	20.30%	90	87	81
White	43.13%	43.00%	41.10%	160	169	164
Multiple/No Response	12.13%	14.76%	18.80%	45	58	75
			Total Enrollment	371	393	399

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		40	40
Kindergarten	61	53	60
Grade 1	41	65	54
Grade 2	57	46	66
Grade3	63	63	43
Grade 4	61	62	71
Grade 5	68	64	65
Total Enrollment	371	393	399

Conclusions based on this data:

1. Our population had been has increased from 2022-23 to 2023-24
2. Our population for Latinx students has increased.
3. Our population for Asian, African-American students has remained stable.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	33	28	28	9.3%	8.9%	7.0%
Fluent English Proficient (FEP)	39	43	48	9.6%	10.5%	12.0%

Conclusions based on this data:

1. Our EL population has remained stable.
2. Our FEP % of students is increasing.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	56	63	64	56	62	63	56	61	63	100.0	98.4	98.4
Grade 4	61	61	63	57	60	63	57	60	63	93.4	98.4	100
Grade 5	61	68	65	61	63	64	61	63	64	100.0	92.6	98.5
All Grades	178	192	192	174	185	190	174	184	190	97.8	96.4	99

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2482.	2487.	2486.	51.79	47.54	50.79	19.64	24.59	20.63	21.43	16.39	20.63	7.14	11.48	7.94
Grade 4	2500.	2517.	2521.	33.33	48.33	52.38	35.09	25.00	23.81	12.28	13.33	11.11	19.30	13.33	12.70
Grade 5	2554.	2546.	2566.	39.34	31.75	46.88	31.15	38.10	26.56	19.67	20.63	12.50	9.84	9.52	14.06
All Grades	N/A	N/A	N/A	41.38	42.39	50.00	28.74	29.35	23.68	17.82	16.85	14.74	12.07	11.41	11.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.43	42.62	36.51	39.29	50.82	57.14	14.29	6.56	6.35
Grade 4	24.56	40.00	33.33	68.42	48.33	58.73	7.02	11.67	7.94
Grade 5	36.07	26.98	37.50	57.38	60.32	50.00	6.56	12.70	12.50
All Grades	35.63	36.41	35.79	55.17	53.26	55.26	9.20	10.33	8.95

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.50	52.46	42.86	55.36	34.43	47.62	7.14	13.11	9.52
Grade 4	19.30	30.00	31.75	66.67	55.00	57.14	14.04	15.00	11.11
Grade 5	37.70	33.33	46.88	44.26	57.14	42.19	18.03	9.52	10.94
All Grades	31.61	38.59	40.53	55.17	48.91	48.95	13.22	12.50	10.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	27.87	19.05	76.79	62.30	61.90	8.93	9.84	19.05
Grade 4	12.28	21.67	25.40	77.19	70.00	55.56	10.53	8.33	19.05
Grade 5	24.59	9.52	23.44	70.49	80.95	68.75	4.92	9.52	7.81
All Grades	17.24	19.57	22.63	74.71	71.20	62.11	8.05	9.24	15.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	35.71	32.79	26.98	55.36	54.10	66.67	8.93	13.11	6.35
Grade 4	19.30	25.00	39.68	71.93	65.00	50.79	8.77	10.00	9.52
Grade 5	26.23	36.51	35.94	70.49	52.38	54.69	3.28	11.11	9.38
All Grades	27.01	31.52	34.21	66.09	57.07	57.37	6.90	11.41	8.42

Conclusions based on this data:

1. Our CAASPP test participation is historically high, and improving each year.
2. Our overall percentage of students who exceeded or met standard increased by 1.62% (From 70.12% to 71.74%)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	56	63	64	56	62	64	56	62	64	100.0	98.4	100
Grade 4	61	61	63	58	60	63	58	60	63	95.1	98.4	100
Grade 5	61	68	65	61	63	64	61	63	64	100.0	92.6	98.5
All Grades	178	192	192	175	185	191	175	185	191	98.3	96.4	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2487.	2489.	2478.	46.43	53.23	42.19	33.93	29.03	28.13	10.71	6.45	20.31	8.93	11.29	9.38
Grade 4	2496.	2538.	2540.	25.86	55.00	53.97	32.76	16.67	23.81	25.86	20.00	9.52	15.52	8.33	12.70
Grade 5	2555.	2525.	2565.	44.26	25.40	57.81	22.95	31.75	17.19	18.03	22.22	9.38	14.75	20.63	15.63
Grade 11															
All Grades	N/A	N/A	N/A	38.86	44.32	51.31	29.71	25.95	23.04	18.29	16.22	13.09	13.14	13.51	12.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	48.21	58.06	48.44	39.29	30.65	35.94	12.50	11.29	15.63
Grade 4	31.03	50.00	53.97	46.55	40.00	31.75	22.41	10.00	14.29
Grade 5	40.98	23.81	48.44	44.26	47.62	31.25	14.75	28.57	20.31
Grade 11									
All Grades	40.00	43.78	50.26	43.43	39.46	32.98	16.57	16.76	16.75

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.86	48.39	39.06	46.43	38.71	53.13	10.71	12.90	7.81
Grade 4	32.76	48.33	52.38	46.55	38.33	34.92	20.69	13.33	12.70
Grade 5	39.34	25.40	37.50	49.18	53.97	50.00	11.48	20.63	12.50
All Grades	38.29	40.54	42.93	47.43	43.78	46.07	14.29	15.68	10.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.86	46.77	40.63	51.79	41.94	50.00	5.36	11.29	9.38
Grade 4	25.86	50.00	46.03	56.90	40.00	42.86	17.24	10.00	11.11
Grade 5	36.07	19.05	51.56	52.46	60.32	40.63	11.48	20.63	7.81
All Grades	34.86	38.38	46.07	53.71	47.57	44.50	11.43	14.05	9.42

Conclusions based on this data:

1. Our CAASPP test participation for 2022-23 was high.
2. Our overall percentage of students at or exceeding standards in math increased by 1.67% (going from 68.57% to 70.24%)

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	1510.8	*	*	1518.8	*	*	1491.8	*	7	14	5
1	*	*	*	*	*	*	*	*	*	*	*	9
2	*	*	*	*	*	*	*	*	*	4	*	*
3	*	*	*	*	*	*	*	*	*	4	4	5
4	*	*	*	*	*	*	*	*	*	6	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										26	26	26

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	50.00	*	*	35.71	*	*	14.29	*	*	0.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.00	50.00	53.85	32.00	38.46	30.77	24.00	11.54	11.54	8.00	0.00	3.85	25	26	26

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	50.00	*	*	35.71	*	*	14.29	*	*	0.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.00	69.23	65.38	24.00	19.23	26.92	16.00	11.54	0.00	8.00	0.00	7.69	25	26	26

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		35.71	*		42.86	*		14.29	*		7.14	*		14	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	12.00	30.77	26.92	36.00	50.00	46.15	40.00	15.38	23.08	12.00	3.85	3.85	25	26	26

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	35.71	*	*	64.29	*	*	0.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.00	50.00	69.23	36.00	46.15	23.08	12.00	3.85	7.69	25	26	26

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	71.43	*	*	28.57	*	*	0.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.00	80.77	65.38	44.00	19.23	26.92	8.00	0.00	7.69	25	26	26

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	35.71	*	*	64.29	*	*	0.00	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.00	26.92	34.62	76.00	73.08	42.31	8.00	0.00	23.08	25	26	26

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	64.29	*	*	28.57	*	*	7.14	*	*	14	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.00	46.15	38.46	48.00	50.00	61.54	24.00	3.85	0.00	25	26	26

Conclusions based on this data:

1. Twenty-six students participated in ELPAC testing during the 2023-24 school year.
2. 85.71% of our multilingual learners are at level 3 or 4 based on the ELPAC summative assessment.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
393	**33.8%**	**7.1%**	**0.3%**
Total Number of Students enrolled in Rosa Parks Environmental Science Magnet.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	28	7.1%
Foster Youth	1	0.3%
Homeless	9	2.3%
Socioeconomically Disadvantaged	133	33.8%
Students with Disabilities	40	10.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	8.7%
American Indian	0	0.0%
Asian	39	9.9%
Filipino	3	0.8%
Hispanic	87	22.1%
Two or More Races	58	14.8%
Pacific Islander	0	0.0%
White	169	43%

Conclusions based on this data:

1. Students of Color make up 55.5% of our school population, this is an increase from previous years.

2. While the percentages are lower, our Students with Disabilities, English Learners, and Socially Economically Disadvantaged students remain a prioritized focal group for Rosa Parks.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Orange	**Suspension Rate** Yellow
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Math and English Language Arts are indicated to be above benchmark for the overall population.
2. Chronic absenteeism is of concern, but has been improving since the 2022-23 school year.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
55.8 points above standard	12.4 points above standard	Fewer than 11 students - No Data for Privacy
Increased 11.7 points	Increased 21.6 points	1 Student
187 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	7.1 points above standard
1 Student	3 Students	Increased 30.4 points
		72 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
59.8 points below standard	50.5 points below standard	0 Students
Increased 12.1 points	Increased 14.3 points	
24 Students	19 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
100.6 points above standard	0 Students	14.3 points above standard
Increased 28.4 points		Increased 17.7 points
17 Students		45 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
95 points above standard	0 Students	85.6 points above standard
Increased 33.5 points		Increased 8 points
22 Students		82 Students

Conclusions based on this data:

1. We saw a large proportion of our student groups decrease in performance in 2023-24
2. Overall, the dashboard indicates that we are at benchmark in ELA performance.
3. We need a strong focus on Tier 1 Classroom based instruction and interventions to support student success.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	2

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
44.6 points above standard	3 points above standard	Fewer than 11 students - No Data for Privacy
Increased 12 points	Increased 50.8 points	1 Student
187 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	3.9 points above standard
1 Student	3 Students	Increased 41.7 points
		72 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
71.8 points below standard	42.3 points below standard	0 Students
Increased 8.9 points	Increased 33.1 points	
24 Students	19 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
85.5 points above standard	0 Students	1.9 points above standard
Increased 32.9 points		Increased 14.7 points
17 Students		45 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
77 points above standard	0 Students	72.1 points above standard
Increased 24.8 points		Increased 5.1 points
22 Students		82 Students

Conclusions based on this data:

1. Multilingual Learners , Black (African-American Students), Students with Disabilities performed significantly below benchmark.
2. White Students performed significantly above benchmark
3. We need a strong focus on Tier 1 Classroom based instruction and interventions to support student success.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
70.1 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 9.4 points	5 Students	1 Student
63 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	54.6 science points
1 Student	2 Students	Increased 5 points
		21 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
51.8 science points	Fewer than 11 students - No Data for Privacy	0 Students
11 Students	8 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	62.4 science points
2 Students		Increased 12 points
		17 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	79.1 science points
9 Students		Increased 5.5 points
		28 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
71.4 making progress.	making progress.
Number Students: 14 Students	Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.1%	21.4%	14.3%	57.1%

Conclusions based on this data:

1. The majority of our multilingual learners progressed at least level.
2. Multilingual learners are making steady progress in English Language Development.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. NA
2. NA
3. NA

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
10.5% Chronically Absent	30.6% Chronically Absent	Fewer than 11 students - No Data for Privacy
Maintained -0.3	Increased 11.6	1 Student
401 Students	36 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - No Data for Privacy	63.6% Chronically Absent	21.1% Chronically Absent
1 Student	0	Maintained 0.3
	11 Students	147 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
20.8% Chronically Absent	25.7% Chronically Absent	0 Students
Increased 2.2	Declined 7.6	
48 Students	35 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Red
15% Chronically Absent	Fewer than 11 students - No Data for Privacy	20.2% Chronically Absent
Increased 9.6	3 Students	Increased 6.9
40 Students		89 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Blue
7.8% Chronically Absent	0 Students	1.8% Chronically Absent
Declined 4		Declined 3.7
64 Students		170 Students

Conclusions based on this data:

1. Overall, chronic absenteeism declined for all student groups.
2. Encouraging and monitoring attendance will continue to be a priority for Rosa Parks School.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable
2. Not Applicable
3. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Blue	No Performance Color
1% suspended at least one day	0% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.7%	Maintained 0%	1 Student
408 Students	37 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	8.3% suspended at least one day	1.3% suspended at least one day
1 Student	12 Students	Increased 1.3%
		149 Students

Students with Disabilities	African American	American Indian
Orange	Blue	No Performance Color
4.2% suspended at least one day	0% suspended at least one day	0 Students
Increased 1.8%	Maintained 0%	
48 Students	37 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.2% suspended at least one day
Maintained 0%	4 Students	Increased 2.2%
40 Students		90 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Orange
0% suspended at least one day	0 Students	1.2% suspended at least one day
Maintained 0%		Increased 0.6%
65 Students		172 Students

Conclusions based on this data:

1. Overall suspension rate is 0.3%

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Ensure all students receive high-quality, standards-aligned instruction that is responsive to data, promotes college and career readiness, and eliminates opportunity gaps based on race and/or program participation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continued need for high-quality Tier 1 instruction in all classrooms.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS (K-5th grade) Composite Score	Spring 2025 End of Year DIBELS Composite Data % of students performing at benchmark or above K~ 76% 1- 90% 2- 80% 3- 79% 4- 85% 5- 75%	2026-2027 DIBELS Assessment End of Year Data: 3% increase for all students. 5% increase for targeted subgroups.
STAR Reading (3rd-5th Grades)	Spring 2026 End of Year STAR Reading Data % of students performing at benchmark or above 3rd~ 76% 4th~ 78% 5th~ 80%	2026-2027 STAR Reading Assessment End of Year Data: 3% increase for all students. 5% increase for targeted subgroups.
STAR Math (1st-5th)	Spring 2025 End of Year STAR Math Data % of students performing at benchmark or above 1st~ 63% 2nd~ 68%	2026-2027 STAR Math Assessment End of Year Data: 3% increase for all students. 5% increase for targeted subgroups.

	3rd~ 77% 4th~66% 5th~ 70%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Implementation of a Comprehensive K–5 Literacy Block Strategy: Implement a daily, standards-aligned literacy block using structured literacy practices to support reading, writing, phonics, and morphology development for all students. Key Actions: • Daily Literacy Instruction: Teachers implement the daily literacy block using all required instructional materials. • Structured Literacy Curriculum: Teachers use district-adopted curricula, including FishTank (knowledge building), Foundational Phonics, and Functional Morphology. • Data-Informed Instruction: Teachers administer district literacy assessments (DIBELS, STAR), summative, and formative assessments to guide instruction and collaborative data analysis. -Tiered Support: Use multiple measures to provide Tier 1 differentiated instruction to all students, and Tier 2 interventions for students performing below benchmark. • Evidence-Based Interventions: Teachers implement Tier 1 and Tier 2 strategies aligned to student needs. • Equitable Practices: Teachers implement engaging, culturally responsive instructional strategies to support all learners. • Professional Development: Staff participate in ongoing training aligned with the District Reading Diagnostic Plan. • Monitoring & Coaching: Monitor implementation through classroom walkthroughs, observations, and coaching cycles led by the principal and literacy coach. Dedicated Literacy Block Structure: Grades K–2 Knowledge Building Curriculum: 60 minutes Foundational Phonics: 45 minutes Independent Reading / Strategic Differentiation: 1st–2nd Grade: 30 minutes	All Students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): Multilingual Learners (ELL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Latinx(Hispanic)Students, Students with Disabilities	43,370 BSEP 1102 Certificated Monthly 7920 BSEP 4380 Other/Reserve 4500 BSEP 1116 Certificated Hourly 9133 BSEP 4300 Materials and Supplies 1330 PTA 4300 Materials and Supplies 4000 BSEP 1116 Certificated Hourly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Kindergarten: 15–20 minutes Grades 3–5 Knowledge Building Curriculum: 75 minutes Functional Morphology: 30 minutes Independent Reading / Strategic Differentiation: 30 minutes These data sources will be reviewed regularly during grade-level collaboration meetings and instructional leadership team meetings to monitor progress toward grade-level literacy benchmarks and adjust instruction and interventions accordingly.		
1.2	1.2 Well Rounded Tier 1 Education Strategy: Provide students with access to arts, science, and experiential learning opportunities that support engagement, creativity, and connections to classroom learning. Key Actions Key Actions • Dance (TK–5): Weekly dance instruction for all students. • Music (Grades 1–5): Regular music instruction, including general music and instrumental opportunities. • Grade 4 Outdoor Education: Four-day overnight outdoor education experience focused on social justice and community building • Field Trips: Curriculum-aligned field trips that extend classroom learning. • Science Enrichment: Science Release Teacher provides hands-on science lessons and enrichment. • Equitable Instruction: Teachers implement curriculum with responsive, and equitable instructional strategies • Community Events: PTA sponsors cultural and community events that celebrate school diversity and support family engagement.	All Students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): Multilingual Learners (ELL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students Latinx(Hispanic) Students, Students with Disabilities	17,563 BSEP 1102 Certificated Monthly 45,144 Other 1102 Certificated Monthly Prop 28 26,000 PTA 5800 Contracted Services (inc software subscriptions Mosaic 11,384 Other 4300 Materials and Supplies Prop 28 9000 PTA 5751 BUSD Buses Other buses as needed 2713 Other 4380 Other/Reserve Prop 28 Unallocated Reserve 700 Other 1116 Certificated Hourly Teacher Hourly
1.3	1.3 Math Strategy: Strengthen mathematics instruction through consistent implementation of the adopted curriculum and data-informed teaching practices. Key Actions	All Students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): Multilingual Learners (ELL),	49,611 BSEP 1102 Certificated Monthly Math Coach 43,410 Title I A - Basic Funding 1102 Certificated Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Curriculum Implementation: Teachers implement the adopted K–5 math curriculum, A Story of Units. • Math Fluency: Teachers implement the schoolwide fluency scope and sequence (FactsWise). • Instructional Time: Provide a minimum of 60 minutes of daily math instruction in all K–5 classrooms. • Coaching Support: Math coach provides professional development and instructional support for teachers. • Data Use: Teachers use district, state, and classroom assessments to guide instruction and collaboration. • Intervention: Teachers provide evidence-based support for students performing below benchmark. • Monitoring: Principal monitors implementation through classroom observations and walkthroughs. • Collaboration: Teachers participate in regular collaboration and coaching cycles focused on data-driven instruction and lesson planning.	Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Latinx(Hispanic) Students, Students with Disabilities	7994 BSEP 4380 Other/Reserve Indirect Costs 5191 PTA 4380 Other/Reserve

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the majority of the strategies in Goal 1 were in implemented. Teachers were in year 1 of implementation of new ELA curriculum.

Percentage of students at or above benchmark from End of Year 2025 to End of Year 2026.

In the DIBELS measure for literacy, using the Composite Measure:
K to 1st grade increased by 7% (84% to 90%)
1st to 2nd grade decreased by 2% (82% to 80%)
2nd to 3rd grade decreased by 3% (82% to 79%
3rd to 4th grade increased by 1% (84% to 85%)
4th to 5th grade decreased by 1% (76% to 75%)

In the STAR measure for literacy:
3rd to 4th grade decreased by 4% (82% to 78%)
4th to 5th grade decreased by 3% (83% to 80%)

In the STAR measure for math:
2nd to 3rd grade increased by 3% (71% to 74%)

3rd to 4th grade decreased by 2% (67% to 65%)
4th to 5th grade increased by 2% (64% to 66%)

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal 1 strategies changes include:
Implementation of Year 2 of Cohesive Structured Literacy adopted curriculum K-5th Grade

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Excellence & Equitable Outcomes
Goal 2: Ensure that all students, especially those performing below benchmark or developing English proficiency, have access to coordinated academic, behavioral, and social-emotional interventions that accelerate learning, promote equity, and remove barriers to success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have students that require Tier 2 and Tier 3 interventions to meet benchmarks in math and literacy.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS (K-5th grade) Composite Score	Spring 2025 End of Year DIBELS Composite Data % of students performing at benchmark or above K~ 76% 1- 90% 2- 80% 3- 79% 4- 85% 5- 75%	2026-2027 DIBELS Assessment End of Year Data: 3% increase for all students. 5% increase for targeted subgroups.
STAR Reading (3rd-5th Grades)	Spring 2026 End of Year STAR Reading Data % of students performing at benchmark or above 3rd~ 76% 4th~ 78% 5th~ 80%	2026-2027 STAR Reading Assessment End of Year Data: 3% increase for all students. 5% increase for targeted subgroups.
STAR Math (1st-5th)	Spring 2025 End of Year STAR Math Data % of students performing at benchmark or above 1st~ 63%	2026-2027 STAR Math Assessment End of Year Data: 3% increase for all students. 5% increase for targeted subgroups.

	2nd~ 68% 3rd~ 77% 4th~66% 5th~ 70%	

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.1 Coordinated Intervention and Student Support Strategy: Coordinate staff, data systems, and targeted supports to provide timely academic and social-emotional interventions for students performing below benchmark. Key Actions • Coordination of Services Team (COST): Use the COST process to identify students needing support and develop intervention plans. • Targeted Small Group Instruction: Teachers provide daily small-group instruction for students performing below benchmark using assessment data. • Intervention Services: Interventionists and teachers provide push-in and pull-out academic support as needed. • After-School Support: Coordinate academic and enrichment support through the LEARNS after-school program. • Kindergarten Early Intervention: Kindergarten Instructional Assistants provide early reading and math intervention five days per week (2 hours daily). • Coaching and Intervention Coordination: RTI staff, literacy and math coaches, and interventionists collaborate to strengthen Tier 1 and Tier 2 supports. • Behavior and SEL Support: Allocate certificated staff to support positive behavior and social-emotional regulation during recess and lunch. • Friendship Groups: Provide small group social-emotional support to promote belonging and peer connections. • Data-Informed Planning: Teachers use district and classroom data to plan targeted instruction and interventions. • Tutoring: Provide before- and after-school tutoring for students needing additional academic support.	All Students with a focus on: African-American Students Latinx (Hispanic) Students Asian Students Multilingual Learners Socially/Economically Disadvantaged Students	9,000 BSEP 5800 Contracted Services (inc software subscriptions SEL Groups 2,622 Title I A - Basic Funding 1102 Certificated Monthly Extended Day Intervention with Certificated 43,436 PTA 2102 Classified Monthly Kinder IAs 43,086 PTA 1102 Certificated Monthly
2.2	2.2 Reduce Chronic Absenteeism Strategy: Promote regular attendance through strong family communication, relationship-building,	All Students African-American Students	658 Title I A - Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	and coordinated supports for students and families experiencing attendance challenges. Key Actions • Attendance Communication: Share regular messages with families about the importance of attendance, including monthly updates in the Principal's newsletter. • Community Engagement: Engage stakeholder groups (ADAC, ELAC, SSC, PTA) in promoting attendance awareness and belonging. • Student Engagement: Support participation in student activity groups that encourage connection to school, including Student Council, Friendship Groups, Junior Coaches, and alternative recess activities. • Relationship Building: Coordinate staff efforts to build strong relationships with students and families to support positive attendance. • COST Monitoring: Meet weekly with the Coordination of Services Team (COST) to review attendance data, identify students with attendance challenges, and plan supports. • Family Outreach: Partner with the Office of Family Engagement and Equity to provide case management and outreach to families needing attendance support. • Program Coordination: Collaborate with after-school staff, specialists, and instructional teams to monitor attendance and support students. • Attendance Incentives: Coordinate attendance encouragement activities and events for students and families. • Data Review: Use staff meeting time to review attendance data and plan targeted supports as needed.	Latinx (Hispanic) Students Asian Students Multilingual Learners Socially/Economically Disadvantaged Students	2605 Title I A - Basic Funding 4380 Other/Reserve
2.3	2.3 Support Multilingual Learners Strategy: Provide targeted English Language Development (ELD) instruction and monitor progress to ensure multilingual learners develop English proficiency and access grade-level curriculum. Key Actions • ELD Instruction: Provide designated and integrated ELD aligned to students' ELPAC proficiency levels. • Monitor Progress: Monitor student progress using report cards, classroom assessments, and district assessments (DIBELS, STAR).	Multilingual Learners	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Intervention Planning: Use progress monitoring to identify students not making expected growth and develop intervention plans through collaboration with RTI, Literacy Coach, Special Education staff, and classroom teachers. • Family Communication: Communicate student progress and learning goals with families each grading period and report ELD progress across the four language domains. • Professional Development: ELD teacher participates in district professional learning, including monthly ELD PLC meetings and curriculum trainings. • Extended Learning: Support multilingual learner participation in after-school intervention and enrichment programs. • RFEP Monitoring: Use the COST process to monitor progress of students reclassified as Fluent English Proficient (RFEP). • Assessment: Administer the annual ELPAC assessment to all English Learners by the state deadline.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Our goals were implemented with fidelity.

Percentage of students at or above benchmark from End of Year 2025 to End of Year 2026.

In the DIBELS measure for literacy, using the Composite Measure:
K to 1st grade increased by 7% (84% to 90%)
1st to 2nd grade decreased by 2% (82% to 80%)
2nd to 3rd grade decreased by 3% (82% to 79%
3rd to 4th grade increased by 1% (84% to 85%)
4th to 5th grade decreased by 1% (76% to 75%)

In the STAR measure for literacy:
3rd to 4th grade decreased by 4% (82% to 78%)
4th to 5th grade decreased by 3% (83% to 80%)

In the STAR measure for math:
2nd to 3rd grade increased by 3% (71% to 74%)
3rd to 4th grade decreased by 2% (67% to 65%)
4th to 5th grade increased by 2% (64% to 66%)

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not coordinate academic hour with the LEARNS after school program this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Foster Safe, Welcoming and Inclusive School Climates
Create a school environment that is culturally and linguistically responsive, humanizing, and supportive, ensuring all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Foster Safe, Welcoming and Inclusive School Climates

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Qualitative data shows that we need to improve the feeling of welcome to families of traditionally underserved populations.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2025-2026 SIS Reported Attendance Rates by Student Group % of Students with who come to school at least 90% of the time. (Does not includes tardy/late arrivals or early pick ups from school)	(Does not includes tardy/late arrivals or early pick ups from school) as of 5/21/26 All students~ 92% (Black) African-American Students~ 93% Two or More Races~ 95% Latinx (Hispanic)~ 95% Asian~ 97% Students with Disabilities~ 92% Multilingual Learners ~ 100%	(Does not includes tardy/late arrivals or early pick ups from school) All students~ 96% (Black) African-American Students~ 95% Latinx (Hispanic)~ 97% Asian~ 98% Students with Disabilities~ 95% Multilingual Learners ~ 100%
Suspension Data	2024-2025 Number of suspensions: 6	2025-2026 Number of suspensions: Less than 4
Community Input Survey Results 2025-2026	2025-2026 Survey Goals 136 Respondents Questions & Percentages of Positive Responses: My child is usually enthusiastic to go to school : 81% I want to spend time with other Rosa Parks families outside of school: 73%	2025-2026 Survey Goals 250 Respondents Questions & Percentages of Positive Responses: My child is usually enthusiastic to go to school : 80% I want to spend time with other Rosa Parks families outside of school: 75%

	My child's teacher shared curriculum goals and objectives at the beginning of the year: 99% My child's teacher communicates about the classroom curriculum on a regular basis during the school year: 71% My child's teacher communicates concerns about my child meeting goals in a timely manner and offers suggested resources for support or next steps: 68%	My child's teacher shared curriculum goals and objectives at the beginning of the year: 100% My child's teacher communicates about the classroom curriculum on a regular basis during the school year: 80% My child's teacher communicates concerns about my child meeting goals in a timely manner and offers suggested resources for support or next steps: 80%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Community Building and Family Engagement Strategy: Strengthen school climate and family engagement through inclusive events, stakeholder collaboration, and proactive community-building initiatives. Key Actions • Family Events: PTA hosts multiple schoolwide events that welcome and engage all families • Inclusive Community Initiatives: PTA collaborates with the Rosa Parks Coalition for Anti-Racism to promote equity and inclusivity across the school community. • Principal Engagement: Principal and Office of Family Engagement and Equity (OFEE) staff host morning meet-ups to foster inclusion, belonging, and connection among families. • Anti-Racism Support: Coalition for Anti-Racism partners with families to address and mitigate the impact of racism within the school community. • Affinity Groups: OFEE coordinates with PTA and stakeholder groups to create and support community affinity groups that strengthen relationships and engagement.	All Students African-American Students Latinx (Hispanic) Students Students with Disabilities Multilingual Learners Socially Economically Disadvantaged Students (SED)	5,000 BSEP 5800 Contracted Services (inc software subscriptions
3.2	3.2 Strengthen Family Engagement and Culturally Responsive Practices Strategy: Foster strong relationships with students, families, and staff through communication, culturally responsive practices, social-emotional learning, and inclusive school experiences. Key Actions	All Students African-American Students Latinx (Hispanic) Students Students with Disabilities Multilingual Learners Socially Economically Disadvantaged Students (SED)	21,458 BSEP 2102 Classified Monthly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Family Communication: Teachers send regular class newsletters to keep families informed and engaged. • Restorative Practices: Implement restorative and culturally responsive educational strategies schoolwide. • Collaboration: Meet weekly with the Coordination of Services (COS) team to plan supports for students and families. • Student Support: Conduct Student Success Team (SST) meetings for students needing academic, behavioral, or social-emotional support. • Culturally Responsive Instruction: Teachers use engaging, inclusive instructional strategies that reflect student diversity. • Cultural Events: Provide schoolwide culturally diverse performances and assemblies. • Family Services: Family Engagement staff coordinate services for families, including attendance support and outreach to McKinney-Vento families. • SEL Recess Support: Provide additional certificated yard FTE to support conflict resolution and social emotional learning during less supervised times. • Campus Support: School Services Assistant (SSA) provides support to students and families across campus as needed. • Conflict Resolution & SEL Support: Allocate additional certificated yard staff to support social-emotional learning and conflict resolution during less supervised times. • SEL Curriculum: Implement adopted social-emotional learning curricula that address family diversity, including Welcoming Schools and Toolbox.		
3.3	3.3 Social-Emotional and Family Support Services Strategy: Provide direct mental health and social-emotional support to students and families through school-based services and community partnerships. Key Actions • Counseling Services: Provide direct counseling support through the Family Resource Center in partnership with Lifelong Medical. • Family Support: Connect families with resources to support mental health and social-emotional well-being. • Staffing and Coordination: OFEE staff and Lifelong Medical coordinate	All identified as needing services as needing added services in mental health and outside resources.	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	services and support for students and families		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The majority of strategies were implemented, with few changes.
Our Coordination of Services Team (COS) met weekly, and reviewed both referral and screening data on a regular basis. While some areas of our survey were improved, others decreased.

An increase of 3 % in answering that children were enthusiastic too come to school.
A decrease of 9% in answering that child's teacher communicates about the classroom curriculum on a regular basis.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Office of Family Engagement (OFFEE) meetings were not implemented
Instead of the Equity Panel, and culminating "Learning about Families" event was held

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Principal to encourage and monitor regular communications from classrooms to families
Continuing the metric of the Community Input Survey for 2026-2027

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Partnership & Engagement
Goal 4: Build authentic partnerships with families, school staff, and community partners to leverage community diversity and strengths and support student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Align and improve data literacy practices to improve student outcomes in math and literacy

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All funds expended	All funds expended
See Community Input Survey Data from Goal #3		

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 SPSA Evaluation and Data-Informed Planning Strategy: Engage families, staff, and school committees in ongoing evaluation and monitoring of the School Plan for Student Achievement (SPSA). Key Actions • Committee Oversight: School Site Council (SSC), English Learner Advisory Committee (ELAC), and other school committees monitor SPSA implementation and progress. • Annual Evaluation: Complete the annual SPSA Evaluation Document in collaboration with SSC and ELAC.	All	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Data Review: Regular meetings with the Leadership Team, COS team, and teachers to review CA Dashboard and EduClimber data to inform planning and adjustments.		
4.2	4.2 Program Evaluation Support Strategy: Use data-driven practices to monitor student progress and evaluate program effectiveness. Key Actions • Leadership Team Review: Hold ongoing meetings with the Leadership Team to review school and student data. • Progress Monitoring: Use EduClimber, DIBELS, and STAR to track and monitor student progress, including focal students, and inform instruction based on the Diagnostic Plan. • Staff Collaboration: Integrate data review into staff meetings to guide instructional planning and intervention decisions.	All	0
4.3	4.3 System of Local Assessment Strategy: Use local and district assessments to monitor student learning, guide interventions, and keep families informed. Key Actions • Assessment Completion: Administer all district assessments within the designated assessment windows. • Data-Driven Instruction: Use benchmark and program monitoring data to identify students needing additional support and plan interventions. • Family Communication: Share student assessment results with families through conferences, newsletters, and other communications.	All	0

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

The site evaluated the previous year's SPSA in collaboration with our SSC. This supported the development of the 2026-2027 SPSA.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through the School Site Council, we implemented a Community Input Survey and received 136 responses

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with the Community Input Survey as data metric to build greater engagement with caregivers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students experiencing homeless need additional supports to access our academic and social-emotional program.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest).	8%	5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Supports for Students Experiencing Homelessness: Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	0
5.2	Family Engagement - Office of Family Engagement and Equity (OFEE): Site Staff to provide support in three main focal areas: 1) Establishing links between home and school for academic success	Students Experiencing Homelessness	0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students 3) Promoting attendance and access to health services		
5.3	Intervention Services for Students Experiencing Homelessness: Work with the district to identify students at risk due to chronic absenteeism. Provide incentives to promote attendance. On going review of chronic absenteeism data. Work with the district to support the needs of students experiencing homelessness. Work with staff to ensure families are connected to the site and available resources.	Students Experiencing Homelessness	0

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall we need to prioritize the implementation of this goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Reaching out earlier to families, especially those that we know have attendance issues.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$416,828.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
BSEP	$179,549.00
Other	$59,941.00
PTA	$128,043.00
Title I A - Basic Funding	$48,637.00
Title I A - Parent Involvement	$658.00

Subtotal of state or local funds included for this school: $416,828.00

Total of federal, state, and/or local funds for this school: $416,828.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	179,549.00
Other	59,941.00
PTA	128,043.00
Title I A - Basic Funding	48,637.00
Title I A - Parent Involvement	658.00

Expenditures by Budget Reference

Budget Reference	Amount
	658.00
1102 Certificated Monthly	244,806.00
1116 Certificated Hourly	9,200.00
2102 Classified Monthly	64,894.00
4300 Materials and Supplies	21,847.00
4380 Other/Reserve	26,423.00
5751 BUSD Buses	9,000.00
5800 Contracted Services (inc software subscriptions	40,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1102 Certificated Monthly	BSEP	110,544.00
1116 Certificated Hourly	BSEP	8,500.00
2102 Classified Monthly	BSEP	21,458.00
4300 Materials and Supplies	BSEP	9,133.00

4380 Other/Reserve	BSEP	15,914.00
5800 Contracted Services (inc software subscriptions	BSEP	14,000.00
1102 Certificated Monthly	Other	45,144.00
1116 Certificated Hourly	Other	700.00
4300 Materials and Supplies	Other	11,384.00
4380 Other/Reserve	Other	2,713.00
1102 Certificated Monthly	PTA	43,086.00
2102 Classified Monthly	PTA	43,436.00
4300 Materials and Supplies	PTA	1,330.00
4380 Other/Reserve	PTA	5,191.00
5751 BUSD Buses	PTA	9,000.00
5800 Contracted Services (inc software subscriptions	PTA	26,000.00
1102 Certificated Monthly	Title I A - Basic Funding	46,032.00
4380 Other/Reserve	Title I A - Basic Funding	2,605.00
	Title I A - Parent Involvement	658.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	288,963.00
Goal 2	101,407.00
Goal 3	26,458.00
Goal 4	0.00
Goal 5	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Holen Robie	Principal
Viridiana Castro Silva	Classroom Teacher
Farkhondeh Eghtessadi-Reed	Classroom Teacher
Michelle Vigen Ralston	Parent or Community Member
Mansi Chawla	Parent or Community Member
Chris Stratton	Parent or Community Member
Lucia Perez-Tamale	Other School Staff
Jason Hirchton	Other School Staff Parent or Community Member
Liz Lee	Parent or Community Member
Monica Knapp	Parent or Community Member
Kari O'Connor	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/06/2026.

Attested:

Principal, Holen Robie on 06/01/2026

SSC Chairperson, Viridiana Castro Silva on 06/01/2026

Kathy Fleming
Director of Local Resources

Signature Date: 6-9-26

Jill Hoogendyk
Associate Superintendent, Educational Services

Signature Date: 6/10/26

SITE BUDGET SUMMARY 2026-27

Rosa Parks (124) May 20, 2026	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Sum of FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**RES.**	**BGT**	**FTE**	
Lit Coach	1/1	1102	43,370	0.25									0863/0841	0.75				1.00
ELD Teacher		1102								0.60								0.60
Math RtI Coach	1/3	1102	49,611	0.40	43,410	0.35							0863-017	0.05				0.80
COS/RTI Support		1102								0.50			0863-017	0.30				0.80
PE/TSA Student Support and COS Daytime Support	2/1	1102									43,086	0.28			0000	GF release	0.72	1.00
Science Coordination	1/2	1102	17,563	0.12											0000	GF release	0.76	0.88
Dance IS (TK-3)	1/2	2182					31,744	0.323										0.32
Dance IS (4th-5th)	1/2	2182					13,480	0.13										0.13
School Service Assistant	3/2	2902	21,458	0.40														0.40
Gen Ed IA (Kinder Support)	2/1	2102									14,484	0.27						0.27
Gen Ed IA	2/1	2102									14,484	0.27				SCA	0.20	0.47
Gen Ed IA (Kinder Support)	2/1	2102									14,468	0.27				SCA	0.27	0.54
Extended Day Afterschool Intervention w/certificated	2/1	1116			2,622										Title IV			
Professional Development - Release Time/Extra Support	1/1	1103	4,500															
Teacher Hourly - Extra Duty	1/1	1116	4,000															
After-School Art Classes - Teacher Hourly	1/2	1116					700											
Materials and Supplies	1/1	4300	9,133				11,384				1,330				0000			
Contract - Counseling Services (Lifelong)		5800													Dist-wide	1 counselor		
Contract - Anti-racist caregiver circles	3/1	5800	5,000															
Friendship Groups for Social and Emotional Learning	2/1	5800	9,000															
Contract (Mosaic, Off-Site)	1/2	5800									26,000							
MOSAIC Transportation (buses)	1/2	5800/5751									9,000							
Parent Involvement	2/2				658													
Unallocated Reserve	1/1, 1/2, 1/3, 2/2	4380	7,920		2,605		2,713				5,191							
Indirect Cost (0852 only)	1/3	7340	7,994															
Total Expenditures			179,550	1.17	49,295	0	60,021	0		1.10	128,043	1.09				0		
Revenue Allocation			**179,550**		**49,295**		**60,021**				**130,000**							
			0		0		0				1,957		28,951					
BSEP Site Fund Carryover Priorities:																		
Available BSEP site fund carryover: TBD Fall 2026					**In case of any unused Title I Funds:**													
					Teacher Hourly, intervention													
Indirect Cost		7340	0		Parent Involvement													
Total BSEP Site Fund Carryover Priorities:			**0**		Professional Development													